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ABSTRACT

Both formative and summative evaluations were used to guide development and appraise outcomes of a model college/public service agency collaborative effort to develop an inservice, onsite, volunteer training program for Office of Environmental Affairs (OEA) employees. Assessment procedures included interviews with Training Development Program staff, University of Massachusetts personnel, and OEA agency director and staff; questionnaires to agency personnel; analysis of project documents in progress and after completion; and analysis of achievement data. Findings were reported for the six project objectives: (1) institutional assessment, (2) employee self-assessment, (3) recruitment of trainees, (4) instructional program, (5) recruitment and training of agency staff-trainers, and (6) establishment of advisory council. It was concluded that employee job tasks were thoroughly identified through task analysis. The employee self-assessment procedure identified job skills and areas for further training. A competency-based instructional program was developed in communications and interpersonal skills grounded in work experience. Effectiveness of instructor training was still uncertain. Training was offered toward competencies in supervisory leadership, interviewing, and writing for internal and external agency use. (Eleven data tables are provided. Appendixes include the evaluation design and evaluation instruments.) (YLB)

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EVALUATION OF THE

TRAINING DEVELOPMENT PROGRAM

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INTRODUCTION

Seven years ago, Ernest Lynton, Senior Vice President for Academic Affairs at the University of Massachusetts, Boston, published an article in New Directions for Institutional Research in which he classified current non-traditional programs at colleges and universities into three types: programs which simply evaluate and certify students; programs which adopt an alternative delivery system with more or less a traditional curriculum; programs which offer learning contracts with student-directed study. Lynton draws a sharp distinction between this last program and other programs:

> A traditional college or university, by publishing its curricula and its graduation requirements, in effect invites a student into a contractual relationship according to which the institution promises to grant the degree if the student satisfactorily completes the prescribed course of study. In the new institutions this arrangement is turned around: the prospective student, with faculty advice and other institutional input, articulates his or her educational goals and then designs the learning activities, broadly defined, with which to achieve them. The Learning Contract specifies just what a student intends to do to earn a degree, and how and why. The institution reviews this design and, if satisfied that it is appropriate as well as adequate, promises by accepting the contract to grant the degree when the student successfully completes the program.
>
> Thus there is a contractual relationship in both types of institution. Each says to the student, in effect: you accomplish this and we will grant you a degree. Both are based on the principle that the faculty is essentially responsible for approving the program of study and assessing progress toward its completion. The key difference is that one program is designed *a priori* by the faculty and presented to the student, whereas in the other the student takes the initiative and has the primary responsibility for generating his or her own program.

The Training Development Program has continued the departure from the traditional college curriculum. Under the College of Public and Community Service, the program attempted to develop a model for curriculum and learning with a public service agency, the Boston Environmental Health Improvement Project (BEHIP), which became the Office of Environment Affairs (OEA) during the year.* Toward this end, the staff (a) developed and implemented a task analysis procedure delineating employees' job tasks, (b) developed and implemented a self-assessment procedure to determine employee and agency needs and interests, (c) developed a competency-based curriculum in communication and interpersonal skills addressing identified training needs, (d) offered instruction to a cadre of BEHIP/OEA staff to serve as trainers for the future, and (e) offered instruction in several competency areas to agency personnel. Ultimately, participants may choose to matriculate at the University -- a novel form of recruitment -- with systematic sources of information, i.e., task analysis and self-assessment, for designing self-directed study programs.

*Although the agency is now called OEA, in this report it will be referred to as BEHIP/OEA, since the time in which the project operated straddled periods in which the agency had each name.

PROGRAM DESCRIPTION

In the spring of 1979, the co-principal investigators, the Director of Field Education and the Director of the Applied Language and Mathematics Center, wrote a proposal for a demonstration project under Title I of the Higher Education Act. On September 24, 1979, they were notified that the University of Massachusetts, Boston, College of Public and Community Service (CPCS) was authorized to develop a program of continuing adult education in communications and interpersonal skills for workers in the environmental field -- specifically the Boston Environmental Health Improvement Program.

By mid-November, the co-principal investigators and Director of BEHIP recruited and hired a program director and a program coordinator. By mid-December, the original proposal had been recast, sharpening the objectives and strategies without deviating from the original intent. Work toward achieving the first-year objectives progressed deliberately during the winter months, as described later.

In the spring of 1980, as it became clear that funding under this legislation would be terminated as part of a general rescindment, project staff re-examined the two-and-a-half year plan for the project. Initially, project staff planned to train employees in communications and interpersonal skills first, and later train a cadre of agency personnel to serve as instructors after the departure of program staff. This sequence would have

afforded project staff an opportunity for trying out and modifying the curriculum, before passing it on. To ensure, however, some lasting benefit to the Office of Environmental Affairs (OEA) -- by this time BEHIP had changed its status and title -- the decision was made to alter the original objectives, with approval from the funding agency, and to train a cadre of instructors.

In light of the imminent demise of the project, the program director took another job toward the end of August. With limited continuation funds (i.e., extension without additional funding) from September to December, the program coordinator was able to conduct training in four competencies and to continue to train a small instructional cadre of agency personnel.

EVALUATION DESIGN

Both formative and summative evaluation procedures were employed to guide project development and to appraise outcomes. At the start the project embraced six objectives dealing principally with institutional assessment, employee self-assessment, recruitment of trainees, the instructional program, recruitment and training of agency staff-trainers, and the establishment of an advisory council. Several objectives were modified once it became apparent that funds would be terminated after the first year. The specifics of the evaluation design, altered to fit the restated objectives, have been included in Appendix A.

Briefly, a variety of procedures were used to evaluate the program: interviews with TDP staff, UMass personnel, the BEHIP/OEA agency director and staff; questionnaires to agency personnel; analysis of project documents (e.g., task analysis instrument, self-assessment instrument, competency-based curriculum) in progress and after completion; and analysis of achievement data. Findings for each objective are reported below.

FINDINGS

Objective 1:

> Institutional Assessment. TDP will develop and implement a task analysis instrument to identify and record the job responsibilities of all BEHIP/OEA employees.

Findings:

> The job tasks of BEHIP/OEA employees were thoroughly examined and identified through the task analysis interview schedule and procedure.

Discussion:

A task analysis specialist reviewed project documents, including job descriptions and procedural manuals, to formulate questions for the task analysis instruments. Guided by questions on the task analysis instruments, the three program staff members (director, coordinator, and research assistant) conducted, in December, 1979, individual and group interviews with 57 BEHIP/OEA employees in 44 different jobs. Two weeks after the task analysis instruments were administered, the evaluator interviewed 11 employees regarding their perceptions of the task analysis procedure. Briefly, they indicated that the items on the instruments were related to their jobs, and that the procedure allowed them to give a clear picture of what they do on their jobs. Approximately eight months later, another sample of 10 participants were administered a questionnaire covering these same issues. Again, respondents indicated that the items on the instruments were related

to their jobs. Several also indicated, however, that there were important aspects of their jobs that had not been discussed during the task analysis interviews. Whether sampling differences or time differences (e.g., memory, reflection, mood) were responsible for the slight change in perception is unclear. In either case, one respondent's remarks illustrate the general attitude toward the manner in which the task analysis interviews were conducted:

> I felt that it was thorough and took a great deal of time.

Early in January, the task analysis specialist submitted a report summarizing the findings of the task analysis interviews. Because the evaluator and project personnel agreed that the task analysis report did not include enough specific information for developing a competency-based instructional program, the staff decided to assume further responsibility for the task analysis. A significant product emerged -- a task analysis matrix (Task x Job Title), completed in late January.

The task analysis matrix identified each task specified in the interviews by the one or more persons performing each job at BEHIP/OEA. Its development served as the foundation of the self-assessment procedure. Like the communications and interpersonal skills matrix -- skills correlated with specific job tasks -- it simplified curriculum development work later on.

Objective 2:

Employee Self-Assessment. TDP will develop and implement an employee self-assessment instrument/procedure which will:

1. Enable each employee to understand the various skills required to successfully perform present jobs, and other jobs within the agency.

2. Identify those skill areas in which an employee is proficient, and those in which training is necessary.

3. Assist each employee in the preparation of a learning plan to achieve competence.

4. Serve as the basis for the design of the instructional program to meet the needs identified by the employee.

Findings:

1. The task analysis matrix identified skills associated with each job in the BEHIP/OEA agency. Each employee had an opportunity to inspect the matrix.

2. BEHIP/OEA employees' self-perceptions of areas of proficiency and areas in which further training is necessary were examined thoroughly through the self-assessment instrument and procedure.

3. The individual profiles emerging from the self-assessment procedure ought to assist in the development of a learning plan tailored to each employee's learning needs. The principal deficiency of the individual profiles is their exclusive dependence on self-perception of needs.

4. Priorities in curriculum development and curriculum parameters were established from self-assessment data.

Discussion:

The development of the self-assessment instrument was based on the task analysis matrix prepared by project staff. The

instrument was relatively long and complicated, taking between one-and-a-half to two hours to complete. When pilot testing cannot be done, flaws are often revealed as the instrument is actually administered or as data are analyzed.

Soon after the self-assessment interviews were completed, the evaluator interviewed a different sample of 11 employees for their opinions of the self-assessment procedure. Predictably, some thought the self-assessment instrument repetitious and confusing--the latter partly because of the crowded design of parts of the instrument. Staff members identified relatively few inaccuracies in the task analysis matrix -- a particularly important finding, considering the variety of jobs and job tasks involved. Several indicated also that fatigue may have affected responses toward the end, in light of the time needed.

Positive commentary far outweighed negative. A frequent reaction was that the instrument was thorough, covering most if not all those aspects of jobs which should be covered. The instrument was practical, in that it suited the fundamental purpose, which was to identify perceived strengths and weaknesses in present or prospective jobs in BEHIP/OEA. As planned, the Task Analysis Matrix provided a clear framework for employee self-analysis. According to the interviewed employees, self-assessment provided a good and useful picture of staff competencies and job training needs. The 10 respondents to the questionnaire administered months later concurred.

The evaluator had two concerns about the self-assessment phase of the program. First, the validity and reliability of designated strengths and weaknesses on job tasks are based solely on self-perceptions. The pressure of time precluded the usual collection of other kinds of data (e.g., inspection of job products), and other school-like assessment procedures (e.g., tests) were avoided.

Second, the data analysis procedure was developed ex post facto. If the data analysis procedure had been planned beforehand, two positive benefits would probably have emerged: tangential and superfluous items would have been more carefully screened, and decisions on needed competencies would have been facilitated.

Objective 3:

> Instructional Program. TDP will develop a comprehensive self-directed, competency-based instructional program to up-grade the communications and interpersonal skills of BEHIP/OEA employees.

Findings:

> A competency-based instructional program was developed in communications and interpersonal skills grounded in the work experience of BEHIP/OEA employees. The program's thematic design is a unifying and unique characteristic. Considerable latitude is left to instructional staff in designing teaching/learning strategy, materials, and evaluation procedures.

Discussion:

As indicated above, the curriculum was developed after a task analysis. Specific tasks were identified for each job at BEHIP/OEA and classified into nine domains: record keeping, communications, interpersonal relations, orientation - OJT, administration, planning/development, utilization of technical/medical/

legal expertise, equipment operation and maintenance, and production. A needs assessment was undertaken to identify perceptions of institutional as well as individual needs, from which data a range of competencies and priorities for curriculum development was determined.

Although competencies were written in the following areas, no instruction was planned: utilization of technical/medical/legal expertise, equipment operation and maintenance, and production. The principal emphasis was, appropriately, on communications and interpersonal skills.

The curriculum starts by defining terms and setting premises. It is unified by five underlying skills, or "generic capabilities," which the developers hypothesize are transferable to other situations:

1. Employee can clearly define a purpose and determine a solution process for him/herself and with others.
2. Employee can collect data necessary for a clearly defined purpose by him/herself and with others.
3. Employee can organize data for a specific purpose in a form which is usable for him/herself and others.
4. Employee can communicate and/or apply data for a specific purpose.
5. Employee can assess performance in terms of specific criteria, be able to articulate what he/she has accomplished that fits criteria and what does not meet criteria, and state what he/she could do if gap exists.

The curriculum is divided into domains identified through the task analysis and 38 competencies -- called cluster competencies, because closely related skills have been combined into one -- identified through the needs assessment.

The curriculum is, in essence, a set of objectives with proposed evaluation procedures. Each cluster competency is accompanied by (1) a statement which may be simply described as an overall objective, (2) a rationale justifying the importance of the competency, (3) standards, which are specific objectives reflecting the five generic capabilities, and (4) proposed assessment procedures.

The fundamental strengths of the curriculum are the specification of learning needs through task analysis and needs assessment of a relatively complex public service agency, and the development of thematically structured objectives to guide instruction.

Although the objectives of the curriculum are carefully defined, considerable latitude remains in instructional procedure for attaining these ends. An "Instructor's Manual" presents the instructional rationale and general instructional procedure with specific applications; the curriculum does not include specific strategies or materials for student learning and teacher reference, traditionally included. A curriculum with this degree of latitude, while it encourages flexibility, also may spawn widely differing instructional strategies. The curriculum requires skillful instruction, not only in execution but also in preparing instructional strategy and selecting or developing materials.

The assessment procedures for each cluster competency provide a threefold effort to appraise performance: first, individual self-assessment guided by a TDP staff member; second, any one or a combination of a work portfolio/simulation exercise, a job performance test or an objective test; third, either supervisor/observer rating or a client rating, or both. The effort

recognizes the apparent need of the adult learner to participate in the appraisal process (i.e., self-assessment) as well as the need for other data to confirm the achievement of competency. Given the limited time, student evaluation instruments were developed and specific standards of performance were stated for several competencies only. Both are critical to competency-based instruction. If left to individual instructors, wide variance in instruments and standards adopted will result, as with most evaluation practices in education.

Objective 4:

> Recruitment and Training of BEHIP/OEA Staff Trainers. TDP program director and program coordinator will recruit and train an instructional cadre of BEHIP/OEA employees.

Findings:

> A small group of four BEHIP/OEA employees participated in training sessions to form a cadre of instructional staff. The ultimate effectiveness of the training is, of course, uncertain at this time.

Discussion:

From June 19 to August 15, 15 BEHIP/OEA employees were recruited to participate in six hours each week of classes for training an instructional cadre of BEHIP/OEA employees. Some of them attended the sessions sporadically, and only five elected to be evaluated for attainment of the Teacher Training and Implementation competency. All five were certified to continue toward demonstration of the competency.

Toward the end of the sessions, ten of the participants completed a questionnaire on the training sessions. Their responses are included in Table 1. They generally replied positively to items inquiring about the organization of instruction, the competency of the instructors, the openness of the learning environment, and the clarity, practicality, level of interest and instructional level of the presentations. Several respondents expressed uncertainty regarding their readiness for assuming instructional responsibility using the competency-based training modules. Several indicated that the meeting time of training sessions interfered with performance of their regular duties, and that preparation for and participation in training sessions was indeed more difficult while performing regular job responsibilities. Overall, respondents felt that their views toward teaching adults had changed significantly as a result of the course, and that they would recommend this kind of training program to others at OEA--a strong endorsement of the quality of instruction.

Representative written comments to several questionnaire items appear below:

> At first I thought I had a clear understanding of the general objectives - but mid-stream there were some changes as a result of budget cut - and objectives were changed.
>
> As far as the fulltime TDP staff members - their presentations were excellent. The part time staff were not as organized, motivated and enthused.
>
> Excellent teachers.

Some participants had problems understanding.

In all honesty this course has helped me, and influenced my train of thought on teaching and especially adults.

I would be more likely to take into account the adult learners' previous experience.

The staff made me feel very comfortable and free to express my views.

The beginning sessions were very motivating - the format of the classes - climate setting, seeing the agenda, etc. created a comfortable atmosphere to learn. The 2 TDP staff members were very dedicated and worked great together as a team. To be able to be involved with other members of the agency in a classroom setting was invigorating - especially since we were a good mixture of people - different job levels, educational past, race, sex, socio-economic factors.

The weakest part was the fact that many of the trainees could not complete the course.

To have people sign up for a TDP that aren't truly committed isn't rewarding. Time is taken from people who are really interested in learning.

Table 1

Participants' Responses to Questionnaire on Training Session

Item	Response			
	Yes	No	Not Sure	No Answer
1. Did you want to be involved in this training program?	9	-	-	1
2. Do you intend to serve as a trainer of other staff members at OEA?	6	2	2	-
3. Were the general objectives of the training program clear to you?	7	-	3	-
4. Were the objectives of the training program appropriate to the kind of training which will be needed at OEA?	10	-	-	-
5. Were the classes well organized and planned?	9	-	1	-
6. Were the TDP members competent in their presentations?	10	-	-	-
7. Were the presentations related to practical matters of training adults?	10	-	-	-
8. Was the content of the presentations at a level appropriate for participants' understanding?	8	-	2	-
9. As a result of the classes, did you learn anything more about teaching adults than you already knew before you came?	9	-	1	-
10. Do you have a better understanding about teaching adults than you did before you attended the training program?	10	-	-	-
11. Do you feel better prepared to teach adults as a result of attending the training program?	8	-	2	-

Table 1 (cont.)

Participants' Responses to Questionnaire on Training Session

Item	Response: Yes	No	Not Sure	No Answer
12. As a result of the training program, would you teach adults any differently now than you would have before?	7	2	1	-
13. Was the reading material helpful in understanding how to teach adults?	10	-	-	-
14. Do you understand what is meant by competency-based training?	9	-	1	-
15. Do you understand the specific aspects of the competency-based training modules that apply to your area of interest?	6	-	4	-
16. As a result of this training program, do you feel that you are ready to try to teach others at OEA using the competency-based training modules?	4	1	4	1
17. Did you feel that you could express your ideas freely to the instructors?	9	1	-	-
18. Did you feel that you could express your ideas freely to the other students in the classroom?	9	1	-	-
19. Did you feel that the classroom permitted the opportunity to learn by trial and error (e.g., to make mistakes and correct them, without discomfort)?	9	1	-	-

20. Overall, which of the following best describes the content orientation of the presentations? (Check one.)

____ Weighted in favor of theoretical material
____ Weighted in favor of practical material
10 An appropriate blend of theoretical and practical material

Table 1 (cont.)

Participants' Responses to Questionnaire on Training Session

Item	Response: Yes	No	Not Sure	No Answer
21. Did the meeting time interfere with the performance of your regular duties?	5	4	1	-
22. Did you find it difficult to prepare for and participate in the training sessions while having to continue to perform your regular job responsibilities?	5	3	1	1

23. Bipolar Scale Ratings:

a. Interesting	8	2	Boring
b. Vague	5	4	Clear
c. Practical	6	2 1	Not Practical
d. Useless	1	3 6	Useful
e. Has made a difference in how I think or feel about teaching adults	6	2 1 1	Has not made a difference in how I think or feel about teaching adults
f. I would recommend this training program to others at OEA	7	3	I would not recommend this training program to others at OEA

From October 14 to December 23, four BEHIP/OEA employees participated in 18 additional hours of training. (The fifth one had left for another job.) At the end of the training sessions, three of the four completed a questionnaire regarding their perceptions of the training program. Just as in the summer training program, responses were positive regarding organization of instruction, the competency of the instructor, and the openness of the learning environment. Respondents again indicated that their conceptions of teaching adults had been altered and enhanced through the training program. They found the sessions interesting, practical, and useful; they would certainly recommend the sessions to others. In fact, the principal criticism expressed was that there should have been even more classes. Written comments from two of the participants illustrate these findings:

> The classes were well organized and the materials presented were quite useful. The open communication and feedback that occurred between the instructor and students made the classes exciting and rewarding.

> I learned a great deal from this course. With more time I feel I could have had full assurance I could teach an adult training course. I now feel I still need a little help.

From mid-January to mid-May, the four participants will participate in a practice teaching program, including three hours of supervised teaching and three hours of instruction weekly. Whether the participants will be adequately prepared to assume instructional responsibilities at that time depends at least in part on the practice teaching experience.

Objective 5:

Training BEHIP/OEA Employees. TDP will recruit BEHIP/OEA employees and conduct training toward three competencies.

Findings:

TDP offered training toward competencies in Supervisory Leadership, Interviewing, and Writing for Internal and External Agency Use (e.g., memos, letters) -- from mid-October to mid-December in weekly three-hour sessions. A total of 38 agency personnel (over 60% of agency personnel) registered for the sessions. The number of registrants, the number completing the courses, and the number who were certified as demonstrating each competency is presented in Table 2.

Table 2

Number of Agency Personnel Registering for and Demonstrating Competencies

Competency	Number of Registrants	Number Completing Course	Number Demonstrating Competency
Supervisory Leadership	14	14	12
Interviewing	8	7	6
Writing for Internal and External Agency Use	15	13	0*

*Four did receive certificates of course completion, and right in time to achieve the competency.

Discussion: The Competency on Writing

In conference with the program coordinator, the evaluators prepared an assessment for the writing competencies which would focus on the writing of memos and business letters, and would include the preparation of a separate rating instrument for use by an observer. This section of the report describes and summarizes the findings and activities for these two main concerns.

Assessment of Skills in Writing Memos and Business Letters

In preliminary meetings the evaluators noted that of the current main strategies, holistic scoring was inapplicable because of the small sample, analytic was possible, but primary trait analysis was most appropriate. Guided by the general rules for the latter approach, a scoring guide was prepared for use pre and post with the letters and memos written by the students. The scoring guide included the following subsections: Mechanics, Usage, Structure, Style, Tone, and Format. Table 3 describes the distribution of documents across the several pre- post categories.

The pretests were scored by the evaluators, and a separate copy of the three-page scoring guide was prepared for each document. By means of an attached transparency, it was possible to return to the project staff specific indications of the errors on each page of all documents, while preserving the letters and memos in an unmarked condition. This scoring procedure accordingly allowed for individualized instruction, to the extent that program exigencies permitted that approach.

Table 3

Numbers of Participants Completing
Pre- Post Memos and Letters

Pre			Post			Pre and Post		
Memo Only	Letter Only	Both	Memo Only	Letter Only	Both	Memo Only	Letter Only	Both
4	3	12	2	0	5	2	0	4

As the table indicates, there were only four participants for whom complete sets of pre- post data were available. (Two other participants had pre- post memos, but not letters.) Given the very small sample, no tests of statistical significance can be performed, and only very limited analysis can be conducted. It is unreasonable, for example, to expect that long-standing ungrammatical habits can be erased in the short duration of the program; but certain points of particular interest in the writing competencies should be focused on -- for example, a growth in skill in managing the format of memos and business letters. Accordingly, Table 4 summarizes the pre- post data on format and tone.

Although as noted earlier the data is too slender to warrant conclusions, the format and tone errors display a general pattern of improvement.

Design for Instrument for Observer Ratings

The program included an intention to prepare an observation instrument for future use. In further conference with the Project Director, it was decided that the observer's evaluation might employ a semantic differential scale: a set of bi-polar adjectives arranged as on the accompanying example in Figure 1. (Table 11 and item 23 of Table 1 also make use of this technique.) The paired adjectives are also on an accompanying page, on Figure 2, and are grouped under five categories. Each pair--or "scale"-- is self explanatory, with the exception of the following:

Table 4

Total Pre- Post Errors in Format and Tone, by Participants

	PARTICIPANTS											
	A		B		C		D		E		F	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Format												
Letter	2	0	3	3	4	0	3	1	*	*	*	*
Memo	1	0	1	1	2	0	1	0	0	1	**	1
Tone												
Letter	1	0	0	0	0	0	0	0	*	*	*	*
Memo	1	1	0	0	1	0	1	0	0	0	**	0

*No Pre- Post Letters from this Participant
**Pretest Memo too brief to be scored.

"accurate--confused" is intended to refer to any factual details in the document

"Fresh--stale" is intended to characterize such a flaw as the use of jargon

The choice of bi-polar adjectives was governed by a study of the competencies on writing memos and letters. (The basic reference for such scales was also consulted: John B. Carroll, "Vectors of Prose Style," in Style in Language, ed. T. Sebeok, 1960.)

Best results are obtained with three or more raters. The procedure follows:

1. For two or more raters

   --identify the preferred rating for each scale

   --average the ratings earned by the document on each scale

   --compare the average and the preferred ratings

2. For one rater

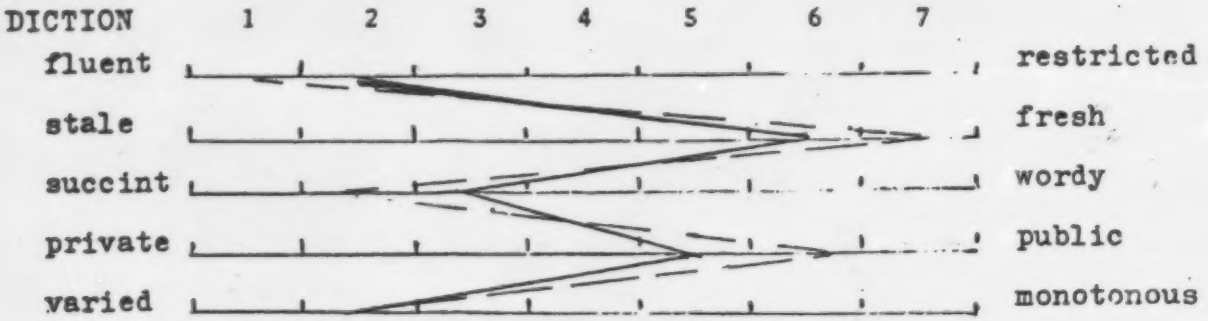
   --identify the preferred rating on each scale

   --compare the earned and the preferred ratings

The appended example indicates also how a line connecting the ratings can help when comparing the earned and preferred ratings.

In its final form, the instrument would use alternating "directions" for the scales (e.g.,clear -hazy, then trite-original), to help discourage a position preference. The order in the attached list is an example of a desirable arrangement.

Figure 1. An Example of the Format for the Instrument



_____ = ratings given a particular document

- - - - - - - - - = preferred ratings, as established by rater(s)

(Note: these lines are for hypothetical data.)

Interpretations of the scale positions:

The extreme positions indicate the document is

very closely related

to one or the other end of the scale.

The second and sixth positions indicate the document is

quite closely related

to one or the other end of the scale.

The third and fifth positions indicate the document is

only slightly related

to one or the other end of the scale.

The fourth position is neutral: the document is equally related to both ends of the scale, or it is not related to either end of the scale.

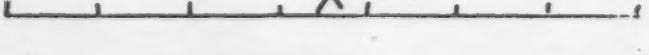


Figure 2. Recommended Scales

I. IDEAS

meaningful--meaningless
accurate--confused
vague--precise
clear--hazy
trite-original
obvious--subtle
interesting--boring
opinionated--impartial
rational--emotional
bad--good
practical--impractical

II. ORGANIZATION

ordered--chaotic
simple--complex
efficient-inefficient

III. STYLE

graceful--awkward
artificial--natural
strong--weak
impersonal--personal
pleasant--unpleasant
humorous--serious
plain--fancy
informal--formal
sincere--superficial

IV. MECHANICS

prompt--tardy
rough--smooth
right--wrong
unique--conventional
conforming--non-conforming

V. CHOICE OF WORDS

succint--wordy
monotonous--varied
fluent--restricted
private--public
fresh--stale

(The final form would keep all scales within a category on the same side of a sheet.)

Discussion: The Competency on Interviewing

For the interviewing skills course, the evaluation included first the formulation of a plan that would satisfy the assessment of specific course objectives, and determine the overall value of the course, and second the development of evaluation instruments and criteria that could be used for future course evaluations.

The course itself met once a week for a three-hour session over a period of eleven weeks. Its major objective was to have each student learn interviewing techniques for collecting relevant information about individual, group or institutional behavior. In an agency such as BEHIP interviewing skills are basic; it was therefore important for community workers not only to use the techniques effectively but also to understand the different contexts in which they might be used.

To this end a set of standards were developed. These included:

(1) identification and description of three different situations and/or tasks that require interviews, including situations and/or tasks in the employee's work activities, and situations and/or tasks identified by the employee as relevant to future career goals.

(2) identification and description of types of interviews appropriate for specified situations and explanation of rationale for choice of interview type.

(3) preparation of an interview plan covering: identification of the goals and purpose of the interview; selection of the interview type appropriate to the selected situation; identification of the information to be gathered; and formation of questions.

(4) completion of an interview with attention to the following points: establishment of rapport; elicitation of relevant information; control of the direction of the interview; listening to interview; awareness of confidentiality issues and legal rights of interviewee; and maintenance of appropriate professional distance from client.

(5) demonstration of effective use of open and closed questions, direct and indirect questions, interpreting comments, reflecting comments, summarizing comments, and silences.

(6) assessment and description of information gathered through interview.

(7) recording of information gathered in interviews.

The evaluation plan included multiple assessment techniques which could provide both formative and summative information. Three instruments were used, two of which were developed by the evaluator: the written performance test (Appendix B), and the observation rating scale (Appendix C). The third instrument, the self assessment rating scale (Appendix D), had been developed as part of the course materials.

The following steps summarize the actual evaluation:

(1) meetings with project director and course instructor were held to determine which evaluative methods would be best suited to the course.

(2) the written performance test was developed by the evaluator, and pilot tested on the project director and course instructor.

(3) the written performance test was administered to the class as a pretest.

(4) the self-assessment rating scale was administered to the class as a pre-rating.

(5) the course instructor and evaluator reviewed the results of the pretest and rating scale.

(6) mid-course meetings were held with the project director and the course instructor to discuss course and evaluation progress and to plan later assessment.

(7) the observer rating scale was developed by the evaluator.

(8) the observer rating scale was used by the evaluator to assess the interviewing techniques and abilities of the course members.

(9) the written performance test and the self-assessment rating scale were administered as post-measures.

(10) informal feedback was given to the course members and the course instructor by the evaluator.

(11) this final report was written.

Evaluation of outcomes is reported by presenting an analysis of the group and individual findings on each instrument, and by appending actual copies of the instruments.

Table 5 presents the results of the pre and post self-assessment measure (course-developed). Students overall showed improvement in their self-assessed abilities in all categories, particularly in their knowledge about and ability to carry out different types of interviews. Two statistical tests were performed on the data to determine if these improved self assessments were statistically significant. (The Wilcoxon Sign Test, a non-parametric test, was used to substantiate the t-test findings. This type of statistic is probably best fitted to the data at hand since the n is so small.) The results indicate that levels of statistical significance were attained. (See Table 6.)

Table 5

Pre and Post Scores on the Self-Assessment Subscales

Self Assessment	Pretest (n=6)	Posttest (n=6)	Number of Items
Planning an interview	138.99	181.00	8
Opening an interview	42.00	48.00	2
Carrying out the interview	201.80	230.88	9
Closing an interview	42.96	51.96	2
Understanding interview types	102.92	154.92	6
Carrying out interview types	83.98	128.94	
Total	102.167	133.33	33

Table 6

Statistical Tests of Pre to Post Test Gains

Test	Value of Statistic	Significance Level
t-test	3.36	.02
Wilcoxon sign test	1.99	.05

The results of the pre to posttest comparisons on the written performance test are given in Table 7. Again, the sample size being so small, attention is best focused on the Wilcoxon Sign Test. The results of this test show significant improvement, at the .04 level, from pretest to posttest.

Table 8 summarized the results of the Observation Rating Scale. Ratings on all aspects of the interviewing process were well above the minimum standard.

Individual students' results are presented in Table 9. All students performed well in the observed interview session, and all showed improvement from pre to post written test. Only one person felt less capable after the course (despite the fact that that person's test results and interview ratings were quite high).

Table 7

Pre and Post Mean Scores on the Written Performance Test and Statistical Tests of Pre to Posttest Gains

Written Performance Test	Pretest $\bar{X}$	Posttest $\bar{X}$	Significance Level
individuals	17.75 (n=8)	32.83 (n=6)	
matched pairs	22.20 (n=5)	32.60 (n=5)	
t-test value	5.10		.007
Wilcoxon sign test value	2.02		.04

Table 8

Mean Ratings on the Observation Rating Scale (n=6)

	Mean Rating	Minimum Rating
Planning	24.17	15
Opening	9.50	6
Conducting the interview	18.00	12
Closing	9.33	6
Total	61.00	39

Table 9

Results of Evaluation Assessment by Student

	1	2	3	4	5	6	7	8	9
Self-Assessment									
Pretest	-	-	129	85	89	-	98	114	98
Posttest	-	-	166	133	113		87	152	149
Written Performance									
Pretest	3	18	24	31	22	10	18	16	-
Posttest	-	-	30	44	29	-	35	25	34
Observation Rating Scale									
Planning	-	-	24	24	24	-	25	25	23
Opening	-	-	9	10	10	-	10	9	9
Conducting	-	-	18	20	17	-	18	17	18
Closing	-	-	10	10	9	-	10	8	9
Total	-	-	61	64	60	-	63	59	59

Table 10

Participants' Responses to Questionnaires on Training for Competencies in Supervisory Leadership, Interviewing, and Writing

Item	Supervisory Leadership				Interviewing				Writing				Total			
	Yes	No	Not Sure	No Answer	Yes	No	Not Sure	No Answer	Yes	No	Not Sure	No Answer	Yes	No	Not Sure	No Answer
1	7		1		4				8			1	19		1	1
2	8				3		1		9				20		1	
3	7		1		3		1		8			1	18		2	1
4	8				3			1	8			1	19			2
5	7				4				6		1	2	17		1	2
6	8				4				9				21			
7	8				3		1		9				20		1	
8	3	1	4		1	1	2		7		2		11	2	8	
9	7			1	4				9				20			1
10	8				4				9				21			
11	8				4				5	2	2		17		2	2
12	8				3			1	7	1	1		18	1	1	1
13	8				3			1	5	4			16	4		1

Table 11

Participants' Responses to Bi-polar Scales on Training for Competencies in Supervisory Leadership, Interviewing, and Writing

Group	Scale							No Answer
Supervisory Leadership	a. Helpful	5	1		1		1	Not Helpful	
Interviewing		1	2			1			
Writing		5	2				1		1
Total		11	5		1	1	2		1
Supervisory Leadership	b. Practical	4	2	1			1	Not Practical	
Interviewing		1	2			1			
Writing		3	3	1			1		1
Total		8	7	2		1	2		1
Supervisory Leadership	c. Useful	5		1	1		1	Useless	
Interviewing		1	3						
Writing		5	2	1			1		
Total		11	5	2	2		2		
Supervisory Leadership	d. Interesting	5		1	1		1	Boring	
Interviewing		1			2	1			
Writing		1	1	2	3		1		1
Total		7	1	3	6	1	2		1

Table 11 (cont.)

Participants' Responses to Bi-polar Scales on Training for Competencies in Supervisory Leadership, Interviewing, and Writing

Group	Scale								No Answer
Supervisory Leadership	e. Has made a difference in how I think or feel	4		1	1	1	1		Has not made a difference in how I think or feel	
Interviewing		1	1			1		1		
Writing		1	1	4	1			1		1
Total		6	2	5	2	2	1	2		1
Supervisory Leadership	f. I would recommend this course to others at OEA	5		1			1	1	I would not recommend this course to others at OEA	
Interviewing		2			1	1				
Writing		6	1					1		1
Total		13	1	1	1	1	1	2		1

THE PROGRAM AS A MODEL: GENERAL REFLECTIONS

This project was designed as a model for developing a training program through association of a university and a public service agency. Three general observations can be made on the matter of such a partnership.

First, since university personnel wrote the proposal, and negotiated, received and disbursed the funds, responsibility for the project was principally theirs. The TDP program director and program coordinator, though they were located at the BEHIP/OEA site, were directly responsible to the co-principal investigators at the university; their relationship and responsibility to the BEHIP/OEA agency director was not clearly defined. Had the funding been the dual responsibility of the university and the agency, perhaps a dual line of authority would have been established also, an important issue to agency decision-makers.

The parties involved -- university co-principal investigators and the BEHIP/OEA director -- were never far apart in their expectations of one another, and they were able to resolve differences -- hiring, release time for training agency field personnel, voluntary participation in training -- through negotiation and compromise. Obviously, the association benefited from careful selection of partners, knowledgeable of the attitudes of decision-makers and the operating behavior of the other organization. Even so, some problems remained -- e.g., turnover in agency personnel resulting in a shifting group of training participants.

Of course, some of the time and annoyance of negotiation and compromise might have been obviated had both parties been able to devote more time to planning prior to submitting the proposal. Given the uncertainties of acquiring funds in a competitive process, perhaps it is inevitable that insufficient time and energy will be devoted to anticipating and resolving potential issues prior to submission of a proposal.

Third, the university and the agency hired a program director and program coordinator who intelligently and diplomatically fulfilled the basic goals of the project. Because their competence was recognized by the university co-principal investigators and by the agency director, their recommendations on important matters ultimately prevailed. The success of a project is, in the end, determined by the quality of the staff. The time, effort, and impartiality that characterized staff recruitment in this program are fundamental to the level of effectiveness achieved by this program.

APPENDIX A

Objective	Formative Evaluation	Summative Evaluation
1. Institutional Assessment. TDP will develop and implement a task analysis instrument to identify and record the job responsibilities of all BEHIP employees.	1. Interview selected personnel regarding perceptions of (a) effectiveness of the data collection procedure (i.e., the Task Analysis Survey Questionnaire) in identifying job responsibilities and (b) validity of findings. 2. Examination of data analysis procedures for warranting conclusions.	1. Questionnaires to personnel on the effectiveness and validity of the Task Analysis Survey. 2. Examination of a sample of the data to determine congruency with conclusions drawn in the final report.
2. Employee Self-Assessment. TDP will develop and implement an employee self-assessment instrument/procedure to: (1) Enable each employee to understand the various skills required to successfully perform their present jobs, and other jobs within the agency. (2) Identify those skill areas in which an employee is proficient, and those in which training is necessary. (3) Assist each employee in the preparation of a learning plan to achieve competence in those skills essential to their jobs. (4) Serve as the basis for the design of the instructional program to meet the needs identified by the employee.	1. Interview selected personnel regarding perceptions of the validity of the self-assessment procedure in identifying strengths and weaknesses in job performance. 2. Examination of instrumentation in accordance with criteria of reliability and validity. 3. Examination of data analysis procedures for warranting conclusions.	1. Questionnaires to personnel regarding the validity of the self-assessment procedure in identifying strengths and weaknesses in job performance. 2. Examination of a sample of the data to determine congruency with conclusions drawn in the final report.

Objective	Formative Evaluation	Summative Evaluation
3. Instructional Program. TDP will develop a comprehensive self-directed, competency-based instructional program to up-grade the communications and interpersonal skills of BEHIP/OEA employees.	1. Examination of congruency between task analysis findings and proposed competency-based training modules. 2. Analysis of a prototype competency-based training module to determine congruency with specifications and intrinsic quality, particularly in the statement of the learning task and consequent evaluation procedure.	1. Comparison of proposed list of competency-based training modules with the completed list 2. Analysis of a sample of competency-based training modules to determine congruency with specifications and intrinsic quality, particularly in the statement of the learning task and consequent evaluation procedure.
4. Recruitment and Training of Trainers. TDP Program Director and Program Coordinator will recruit and train a cadre of agency employees to serve as trainers to implement the competency-based instructional program.		1. Questionnaires to participating agency personnel regarding perceptions of the value of the training for implementing the curriculum.
5. Recruitment and Training of BEHIP/OEA Employees. TDP will recruit BEHIP/OEA employees and conduct training toward four competencies.		1. Questionnaires to personnel regarding perceptions of effectiveness of the competency based training modules and the TDP staff, and of progress toward mastery of self-assessed learning tasks. 2. Construction of cognitive achievement tests in two competency areas. The tests will be administered on a pre-post basis, and analyzed with appropriate statistical procedures.

Appendix B

The written performance test is intended to be used as a pretest posttest measurement instrument. Minimum standards and acceptance answers should be established before the test is administered.

Appendix B

INTERVIEWING: Written Performance Test

INTERVIEWING STRATEGIES

A. Directions. Here is a list of definitions of interviewing strategies. On the line to the left of the definition write the letter of the strategy which best fits the definition. It is possible that more than one strategy will fit a definition.

_____1.	freeing from confusion	a. restating
_____2.	centering attention	b. paraphrasing
_____3.	covering the main points succinctly	c. clarifying
_____4.	explaining in understandable terms	d. focusing
_____5.	giving the meaning in another form	e. probing
_____6.	repeating something again	f. summarizing
_____7.	expressing a thought or opinion resulting from meditation	g. terminating
		h. exploring
_____8.	making a penetrating investigation	i. climate setting
_____9.	examining in detail	j. information sharing
_____10.	giving or getting evaluative information about an action or process	k. opening
		l. closing
_____11.	establishing the prevailing temper	m. giving feedback
		n. reflecting
		o. interpreting
		p. making a transition

B. Give an example of when you might use the following strategies:

1. focusing _____
2. probing _____
3. paraphrasing _____

CONDUCTING AN INTERVIEW

Directions. Listed below are steps or stages followed in conducting most interviews. They are not, as listed, in any logical order. Arrange the steps in proper sequence by placing the numbers 1 (first step) to 7 (last step) in the blank to the left of each step.

_____selecting interviewees
_____analyzing information

_____record information gathered
_____state general purpose
_____identify the information needed
_____select interview type
_____write or select questions

INTERVIEW TYPES

Below is a list of interview situations. Match each interview situation in the first column with one of the interview types in the second column by writing the letter which best identifies the interview type in the blank to the left of the interview situation.

Interview Situations	Interview Type
_____1. Training	A. Information-giving
_____2. Surveys and polls	B. Information-gathering
_____3. Job-related instructions	C. Selection/promotion
_____4. Screening and hiring	D. Helping
_____5. Problem-solving	E. Persuasion
_____6. Counseling	
_____7. Selling products	
_____8. Journalistic	
_____9. Police investigations	
____10. Social worker	

QUESTION TYPES

A. Below is a set of questions. Determine whether the question is open, closed, direct, indirect, primary, secondary, leading, neutral. Using the list below, find the letter corresponding to your choice and write it in the blank to the left of the question. There may be more than one correct response for each question

A. Open C. Direct E Primary G. Neutral
B. Closed D. Indirect F.Secondary H. Leading

_____1. How do you feel about most politicians?
_____2. Why do you feel that way?

_____3. On a scale from 1 to 5, incompetent to competent, how would you rate the following politicians?
_____4. You rated them 4. You are satisfied with most politicians?

_____5. Do you believe Senator Opendoor is as incompetent as most people say he is?
_____6. If you think he is that incompetent why in the world did you vote for him last November?

B. Give an example of when you would use each of the following question types.

1. Open questions _____

2. Closed questions _____

Appendix C

Appendix C

INTERVIEWING: An Observation Rating Scale

Introduction: The following rating scale is designed to be used by 2 or more raters for an interview session of not less than 10 minutes. It consists of various performances or activities which may be employed in an interviewing situation. Each time a performance is observed during the interview session it is to be checked. It is also to be reated in terms of its appropriateness to the situation and on its effectiveness.

Ratings are to be made on the following scales:

5 = very appropriate	5 = very effective
4 = appropriate	4 = effective
3 = neither appropriate nor inappropriate	3 = neither effective nor ineffective
2 = inappropriate	2 = ineffective
1 = very inappropriate	1 = very ineffective

Following the interview session, a summary evaluation on the accomplishment of each of the major components of conducting an interview is to be made. The evaluation is to be based on the following scale:

5 = very successful
4 = successful
3 = neither successful nor unsuccessful
2 = unsuccessful
1 = very unsuccessful

NAME _____

	TIMES OBSERVED	APPROPRIATENESS					EFFECTIVENE				
		5	4	3	2	1	5	4	3	2	
OPENING											
1. Identifies self											
2. Presents credentials											
3. Informs interviewee about: a) purpose of interview											
b) tone of voice											
c) posture											
d) gestures											
e) facial expressions											
f) physical distance											
CONDUCTING THE INTERVIEW											
1. Controling the interview: a) offers indirect leads as invitations to state what is on interviewee's mind											
b) uses direct leads to get other to explore specific											
c) focuses interview on main topics											
d) asks open-ended questions (clearly, unbiasedly)											
e) asks closed questions (clearly, unbiasedly)											
2. Listening a) manifests attending behaviors (i.e., eye contack, posture, pausing, expressions)											
b) restates basic meaning											
c) paraphrases message											
d) asks for confirmation											
e) asks for clarification											
f) accepts corrections											

NAME _____

	TIMES OBSERVED	APPROPRIATENESS					EFFECTIVENESS				
		5	4	3	2	1	5	4	3	2	
3. Interacting a) reflects perceptions of interviewee's feelings											
b) probes for more complete information											
c) information exchange											
d) uses transitions											
e) summarizes key themes to end interaction											
CLOSING 1. Invites feedback from the interviewee											
2. Offers unbiased, non-judgmental feedback											
3. Expresses gratitude											

PART II

NAME _____ TIMES OBSERVED

		5	4	3	2	1
PLANNING						
1. Clear purpose for interview						
2. Identified goals, purposes						
3. Appropriate selection of interviewee						
4. Appropriate questions						
5. Preparedness (familiarity with forms questions; having paper, pencils, etc.)						
OPENING						
1. Introductory remarks						
2. Establishing rapport						
CONDUCTING THE INTERVIEW						
1. Controlling behaviors						
2. Listening behaviors						
3. Interacting behaviors						
4. Information-sharing						
CLOSING						
1. Feedback						
2. Concluding remarks						

Appendix D

Appendix D

INTERVIEWING: A Self-Assessment Scale

Name_____

Date_____

Introduction

In community and public service work we are always involved in the interview process. Whether you have carried out interviews as a regular function of your job or you have been called on to answer or give responses to someone seeking advice or help, interviewing has been an aspect of your job at OEA.

There is no such thing as a perfect interview or a perfect interviewer. We are all learning and making mistakes when you look at this self-assessment form, it might refer to aspects or steps in the interview process that you might not have thought about when carrying out interviews. In fact, we hope that this is the case. The main purpose of self-assessment is to identify areas for further learning. Included in this self-assessment, might be words, concepts that you might not understand. This is due to the fact that the interview process outlined is one that is used by professionals in the field. We hope that by going through this self-assessment process you will not only be able to identify areas that you do well but also point out aspects of the interview process that you might want to work in order to become a better interviewer.

The Rating Scale

In this self-assessment we are using a rating scale that runs from 1 through 6. In order to understand how you should rate yourself look at a 1 on the rating scale to mean that you know nothing about the subject and a six to mean that you can teach the material. Use the following example as a guide in rating your skills as an interviewer.

e.g. Imagine that you are in a foreign country and you need to go to a toilet.

#1 on the rating scale means that you cannot ask someone to give you directions to a toilet in the foreign language.

#2 on the rating scale means that you can ask for directions in the foreign language but cannot understand the answer.

#3 means that you can ask for directions and understand the answer.

#4 means that you can ask directions for a specific type and color of toilet that is located in a particular place and understand the answer.

#5 means that you can interview someone in the foreign language about the use and types of toilets and understand the responses.

#6 means that you can teach someone how to interview in the foreign language.

Rate yourself on How Well
You Plan an Interview

1. Planning an Interview

The following are components or aspects of planning the interview rate yourself on how well you understand these and how well you carry them out.

a. gathering the necessary background information about the interview topic	1	2	3	4	5	6
b. selecting a clear and defined purpose for the interview	1	2	3	4	5	6
c. identifying clear goals and objectives	1	2	3	4	5	6
d. selecting interviewee who has the information you need	1	2	3	4	5	6
e. selecting a setting (whenever possible) that is appropriate to the situation	1	2	3	4	5	6
f. setting a climate for the interview (a setting that is comfortable, quiet, private, etc.)	1	2	3	4	5	6
g. preparing questions that are appropriate to the purpose and objectives of the interview	1	2	3	4	5	6
h. having the proper equipment and in working order (such as recorder, necessary forms, paper, pencils, etc.)	1	2	3	4	5	6

Rate Yourself on How Well
You Open an Interview

2. Opening an Interview

Rate yourself on how well you understand and carry out the following two aspects of beginning an interview.

a. preparing the interviewee about the nature, purpose and length of the interview as well as how the results of the interview will be utilized.	1	2	3	4	5	6

b. establishing rapport with the interviewee in a way that encourages openness and honesty on the part of both participants 1 2 3 4 5 6

Rate Yourself on How Well
You Carry Out an Interview

3. Carrying Out the Interview

Rate yourself on how well you understand and carry out the following aspects of carrying out an interview

a. remaining focused on the goals of the interview 1 2 3 4 5 6

b. asking questions that are clear and understandable to the interviewee 1 2 3 4 5 6

c. stating your questions in an unbiased manner 1 2 3 4 5 6

d. encouraging more information sharing (probing) in a manner appropriate to the interview 1 2 3 4 5 6

e. making effective use of transitions 1 2 3 4 5 6

f. listening carefully to interviewee's responses 1 2 3 4 5 6

g. demonstrating good interaction with interviewee. (This means that you have demonstrated in your behavior concern, caring and respect for interviewee's responses, ideas and feelings) 1 2 3 4 5 6

h. demonstrating good listening behavior (both verbal and nonverbal) 1 2 3 4 5 6

i. using language the interviewee can understand 1 2 3 4 5 6

Rate yourself on How Well
You Close or End an Interview

4. Closing an Interview

Rate yourself on how well you understand and carry out these aspects of ending an interview.

a. inviting feedback regarding the interview or the person's general feelings about the experience 1 2 3 4 5 6

b. sharing your gratitude and satisfaction for the interview (both verbally and non-verbally) 1 2 3 4 5 6

Rate Yourself on How Well You Understand the Purpose and Goals of Different Types of Interviews

5. Understanding Interview Types

Rate yourself on how well you understand the purposes, uses, and goals of the following types of interviews.

a. employment interview 1 2 3 4 5 6

b. counseling interview 1 2 3 4 5 6

c. helping interview 1 2 3 4 5 6

d. supervisory or performance interview 1 2 3 4 5 6

e. survey interview 1 2 3 4 5 6

f. journalistic interview 1 2 3 4 5 6

Rate yourself on how well you carry out the following types of interviews.

a. employment interview 1 2 3 4 5 6

b. counseling interview 1 2 3 4 5 6

c. helping interview 1 2 3 4 5 6

d. supervisory or performance interview 1 2 3 4 5 6

e. survey interview 1 2 3 4 5 6

f. journalistic interview 1 2 3 4 5 6

Appendix E

Course Title:_____

Course Questionnaire

We would like to know your opinion of the course in which you have participated. Below are several questions about different aspects of the course. Please be candid. Through this information we can gain insight into the strengths and weaknesses of the course. Please do not sign your name to the questionnaire.

Your cooperation is greatly appreciated.

On the following questions, check the answer which you feel best represents your opinion. Space is provided for additional comments.

1. Were the general objectives of the course clear to you? Yes No Not Sure

   Comments:

2. Were the objectives appropriate to the kind of work done at OEA? Yes No Not Sure

   Comments:

3. Was the course well organized and planned? Yes No Not Sure

   Comments:

4. Was the instructor competent in presenting the course? Yes No Not Sure

   Comments:

5. As a result of the course, are you better prepared to deal with those issues which were addressed? Yes No Not Sure

   Comments:

6. Have you been able to (or will you be able to) apply things learned in the course to your job responsibilities? Yes No Not sure

Comments:

7. Did the instructor relate the presentation to the actual work situations at OEA? Yes No Not Sure

Comments:

8. As a result of the course, do you feel that you have acquired skills suited to higher-level positions? Yes No Not Sure

Comments:

9. Was the content of the course at a level appropriate to participants' understanding? Yes No Not Sure

Comments:

10. As a result of the course, did you learn anything more about the topic(s) addressed than you already knew before you came? Yes No Not Sure

Comments:

11. Were the meeting times convenient? Yes No Not Sure

Comments:

12. Were the meeting places convenient? Yes No Not Sure

Comments:

13. Were the meeting places for the course comfortable? Yes No Not Sure

Comments: